

**IMPACT OF THE INTEGRATED ENGLISH CURRICULUM ON
STUDENTS' PERFORMANCE IN K.C.S.E. IN KIKUYU DISTRICT,
KIAMBU COUNTY, KENYA.**

BY

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DECLARATION

This research project is my original work and has not been presented for a degree or diploma in any other university.

Sign.....

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This project has been submitted for examination with my approval as a university supervisor.

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DEDICATION

This work is dedicated to my loving husband Samuel Macharia Ndogo for his relentless support, both financially and morally throughout this programme. To my children Madge, Marcus and Manuel for their unconditional love, patience, and encouragement. The family support and inspiration made me pursue and complete my postgraduate studies.

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ABSTRACT

The purpose of this study is to investigate the impact of the Integrated English Curriculum on the students' performance in K.C.S.E in district schools in Kikuyu District. The main research objectives are: to investigate how the teaching techniques employed in teaching the Integrated English affects the students' performance, to investigate whether the coverage of the Integrated English Syllabus have any effect on the students' performance in K.C.S.E, and to assess how the availability of the teaching-learning resources affects students performance in English.

The literature review is subdivided into four sub-headings: the integrated approach, English Curriculum and syllabus coverage, choice and use of teaching techniques and the availability of the teaching-learning resources, from this review the theoretical and conceptual frameworks are developed. The study adopts the descriptive survey design and covers six district schools, nineteen (19) English teachers and one hundred and fifty two (152) Form Four students are involved in the study. To collect data two categories of questionnaires are used, that is, for English teachers and for the Form Four students. The data collected is analyzed using the descriptive statistics.

The main findings of this research are that, the Integrated English Curriculum is quite demanding and it has really affected the students' performance in the subject. In most schools teachers do not employ and emphasize on the right teaching techniques, despite the fact that the syllabus is covered in most schools, students still perform poorly in English, the teaching –learning resources are not adequate in schools. The study revealed that students have a positive attitude in English but do not allocate the subject sufficient time for revision, the use of vernacular is rampant and there is insufficient language policy in schools, also teachers have high workload.

Based on these findings it is recommended that students should be encouraged a lot on usage of English language, they should be encouraged to set aside more time for English revisions and stringent language policy with consequences should be introduced in schools. The teaching – learning resources to be made readily available, the teachers should choose and use the right teaching methods and have evaluation tests frequently. It was further recommended that teachers should have lighter workload and more time to be allocated to the subjects so that teachers can have enough time to cover the syllabus content adequately. In the view of delimitations of the study it is suggested that similar research to be carried out on the Integrated English Curriculum to establish whether the complaint of it being too wide and demanding a lot from both the teachers and the students is justified.

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LIST OF ABBREVIATIONS

K.C.S.E	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
KIE	Kenya Institute of Education
IEC	Integrated English Curriculum
DEO	District Education Officer
BED	Bachelor of Education
PGDE	Post Graduate Diploma in Education
B.A	Bachelor of Arts
M.A	Masters of Arts

CHAPTER ONE

INTRODUCTION

This chapter provides a background to the study, statement of the problem, the purpose of the study, objectives and the research questions. Also in this chapter the significance, limitations, the basic assumptions of the study, definition of the key terms and organization of the entire study are looked into extensively.

1.1 Background of the study

English language has been the official lingua franca in Kenya since 1963, when the country became independent. It was also adopted as the medium of instruction in schools (Ominde Report, 1964). Over the years, English has continued to occupy a dominant position in both the school curriculum and public life in Kenya. The Ominde report (1964), recommended the universal use of the English Language as the medium of instruction from primary, through secondary to tertiary and university levels.

According to the Ominde Report (1964), this view is supported by various reasons, first, English medium makes possible, a systemic development of language study and literacy which would be very difficult to achieve in the various vernacular languages. Secondly, the English medium enhances quicker progression in all subjects. Thirdly, the foundation laid in the first three years is more scientifically conceived, and therefore provides a more solid basis for all subsequent studies, than was ever possible in the old vernacular teaching. Fourthly, the difficult transition from the vernacular to an English medium, which can take up much time in primary, is avoided.

Fifthly, the resulting linguistic equipment is expected to be much more satisfactory an advantage that cannot fail to expedite and improve the quality of post-primary education of all kinds. Lastly, advantage has been taken of the new medium to introduce modern infant techniques onto the first three years, including activity and group work and a balanced development of muscular co-ordination. Undoubtedly, the advantages of English as a medium of instruction in the entire educational curriculum and at all levels cannot be overemphasized (Ominde Report, 1964).

According to Ellis and Tomlinson (1980), it is important to differentiate between English as a native language, English as a foreign language and English as a second language. A speaker of English as a native language acquires English naturally as a young child. He does so usually because his parents use English as their normal means of communication with him and with each other and because English is the language used by the community in which he is growing up.

English is spoken as a native language in such countries as Britain, Australia, New Zealand, Canada and in the USA. A speaker of English as a foreign language is usually taught English as a subject at a school or college and lives in country where English is not normally used. He does not usually learn English from his parents and does not use it as a means of communication with his parents or in the community in which he lives in. English is learned as a foreign language in such countries as Norway, France, Italy, Spain, Germany, Brazil, Zaire and Senegal (Ellis and Tomlinson, 1980).

Ellis and Tomlinson (1980) noted that, a speaker of English as a second language usually lives in a country where English is not the native language of the indigenous inhabitants. However, in his country, English is frequently used as a means of communication between speaker of different languages and as the language of particular activities such as education, commerce and politics in such countries English is often used by the mass media and thus young children are often exposed to

English before they learn it and use it at school and (unlike learners of English as a foreign language) they will not only be taught English in the classroom but will also “pick it up” when they are not at school. English is learned as a second language in such countries as Ghana, Kenya, Nigeria, Malawi, Hong Kong, Singapore and Fiji.

Competence in English is an essential prerequisite for educational and career success without it a pupil will be handicapped when learning his other subjects and later on when learning and performing a job. The English teacher therefore has a crucial part to play both in the development of his nation and of the lives of the pupils he teaches (Ellis and Tomlinson, 1980).

Gathumbi and Masembe (2005) pointed out that, English language learning in second or foreign language situations is usually formal. Teachers in schools face the challenge of teaching a new language which in most cases is also a second language to them. To succeed in this, they need to use language teaching techniques that work for them in their situations. Performance in English in KCSE is crucial for one’s future educational, social and economic development. Good grades in English enables one to join higher levels of learning, find a good job and have a better position in society. A good pass in English is a pre-requisite for many good opportunities in Kenya.

1.2 Statement of the problem

According to Gathumbi and Masembe (2005), integrated approach to language teaching considers language and literature as integral parts of a single subject matter in which literature is treated as integral extension of language usage; while language is reinforced, sensitized and enriched meaningfully by good literature. It is a shift from traditional approaches that tended to make grammar and structural drills the sole over-riding factors in the teaching and learning process of the English language. Various issues have been found to influence general performance of subject and the

introduction of the Integrated English Curriculum has significantly contributed on students' performance.

This study therefore sets out to investigate the impact of the Integrated English Curriculum on students' performance in English in selected schools in Kikuyu District. There are several challenges facing teaching of the integrated course since its implementation and this has caused serious strain in areas like syllabus coverage, provision and availability of teaching- learning resources, the choice and use of the teaching techniques. In this study the researcher attempts to offer suggestions on how performance can be improved through the use of the Integrated English Curriculum. If the mentioned issues and challenges are looked at keenly in schools, there will be notable improvement in performance in K.C.S.E.

1.3 Purpose of the study

The purpose of this study is to investigate the impact the Integrated English Curriculum has on the students' performance in K.C.S.E. The researcher also intends to come up with possible solutions in an effort to ensure that performance in English improves in secondary schools.

1.4 Objectives of the study

The study aims to achieve the following objectives:

- i. To investigate how the teaching techniques employed in teaching the Integrated English Curriculum affects the students' performance in English.
- ii. To investigate the coverage of the Integrated English Syllabus and its effect on students' performance in English.
- iii. To assess how the availability of teaching-learning resources affects students performance in English.

1.5 Research questions

The study seeks to answer the following research questions in relation to K.C.S.E English performance.

- i. How does the teaching methods employed by teachers influence students performance in English?
- ii. How does the coverage of the Integrated English Syllabus affects student's performance in English?
- iii. How does the availability of the teaching-learning resources influence the students' performance in English?

1.6 Significance of the study

The findings of this study identify the impact of the Integrated English Curriculum on student's performance and offers possible remedies to the problems identified. The findings also offers information which is vital to curriculum developers at the Kenya Institute of Education (KIE), which is charged with the responsibility of in servicing teachers and providing them with any other support they need in handling the Integrated English Curriculum. The findings are useful to the education field and especially the District Education Office in providing strategies for improving performance in English examinations.

The findings too will help English teachers in re-examining and appraising their instructional approaches, test and evaluation method they use and emphasize more on the importance of the Integrated English Curriculum. The parents will also benefit from the findings since they are charged with the responsibility of advising and guiding their children in education matters as well as buying the required reading materials. The study highlights the need to strengthen English as the official

language as a medium of instruction, and also as the pre-eminent language of international communication. Finally, the study forms a base on which other researchers can develop their studies.

1.7 Limitations of the study

The major limitation during the study concerned the scope. It was not possible to involve all the students in the interview. The researcher selected only a few students per class in each of the schools selected to act as a representative.

1.8 Basic assumptions

The study is based on the following assumptions:

- i) The K.C.S.E English results will be accurate and reliable measure of performance.
- ii) All learners take English at Kenya Certificate of Secondary Education (K.C.S.E)
- iii) All schools have access to the same syllabus and teaching and learning resources.
- iv) All respondents will give accurate responses to the questionnaires.

1.9 Definition of terms

- Language: -** Refers to a set of speech and sounds that are used by human beings for communication i.e. the grammar aspect of the English subject.
- Integration: -** Merging two autonomous but related entities in order to strengthen and enrich both.
- Official language: -** Refers to a language used in official premises of government services.
- Proficiency: -** Refers to the skilled use of language.
- Curriculum:** Refers to the subjects that are included in a course of study or taught in a school, college or in other institutions of learning.
- Syllabus:** Refers to a list of topics or books that students should study or taught in a School or college.

Sheng:- Refers to a mixture of English and Kiswahili and a variety of words coined from a combination of those two languages.

1.10 Organization of the study

The study is organized into five chapters, Chapter One which is the introduction, gives the context of the study under the following subtopics: the background to the study, statement of the problem, purpose of the study, research questions and significance of the study, limitations, basic assumptions of the study and definitions of significant terms as used in the study. Chapter Two explores the related literature and it is subdivided into various sections: Introduction, the integrated approach, English curriculum in Secondary Schools, choice and use of teaching techniques for teaching the IEC, teaching –learning resources, theoretical and conceptual frameworks.

Chapter Three comprises of the research methodology under the following subheadings: Introduction, research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques. Chapter four consists of presentation of data collected, its analysis, interpretation and discussion of the research findings. Chapter five provides the summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

This section will explore literature related to the study under various sections: The integrated approach, Justification for integration, English Curriculum and syllabus coverage in Secondary schools, Choice and use of teaching techniques, the teaching – learning resources, and finally the theoretical and conceptual framework of the study.

Studies conducted by Barasa (2009), and Kimani (2009), on the integrated curriculum in Kenya have only looked at the teacher’s perception on the integrated curriculum, and factors influencing implementation of the integrated curriculum, but have not looked at the impact of the integrated curriculum on the students performance, hence this study will try to fill this gap.

2.1 The integrated approach

The integrated approach to the teaching of English was introduced in secondary schools in 1985. According to this approach, English and literature are to be taught as one subject. With the introduction of the 8:4:4 system of Education, English language and literature in English, which were previously taught as two different subjects, were integrated into one subject (Gathumbi and Masembe, 2005).

This study has adopted the definition given by KIE (2004), that Integration means merging two autonomous but related entities in order to strengthen and enrich both. Through exposure to literature the learner will improve their language skills. Similarly, an improved knowledge of the language will enhance the learner’s appreciation of literary materials. On another scale, integration means that no language skill should be taught in isolation. Listening, speaking, reading and writing skills should complement each other.

Gathumbi and Masembe (2005) discusses various levels of integration; the curriculum level involves use of knowledge ideas and concepts, primarily from literature which is closely related to language and from other school subjects to teach English. The skill level entails a combination of reading, writing, listening and speaking skills during English language teaching and learning. The resources level is a combination of different learning resources such as graphics and three dimensional materials.

The methodology level is a combination of different language teaching methods such as grammar translation, direct method, structural approach, situational approach, audio-lingual method, functional approach and simulation. The techniques level is a combination of different teaching techniques such as verbal exposition, use of examples, questioning, reinforcement, set induction and stimulus variation. Finally, the effort level is the support from teachers of subject other than English in maintaining correct English language usage among students, the concept of integration at efforts level in the idea of language across the curriculum (KIE, 2002).

According to Gathumbi and Masembe (2005), language is the main means of teaching and assessing in schools. In every classroom each subject poses language demands particular to its content and process. Language is the key to learning and with the integration of language and literature, it is important to realize that literature provides genuine and expressive samples of language in context. This helps students to gain familiarity with many different linguistic uses, forms and conventions of the written mode.

Reading of literary works provides a rich context in which learners can acquire new vocabulary and knowledge of the rich possibilities of language use. It has been established that teaching structures in isolation is not only boring, but it also tends to produce learners who lack communicative

competence. Literary works also help to develop the learner's critical thinking which a crucial element in intellectual development. Finally, literature is about life (values, conflicts, human nature) and it is a good avenue to providing suggestions on how to resolve some of the challenges people face (Gathumbi and Masembe,2005).

A mastery of grammar is important, but is far from enough. There are structures and expressions in the English language which are fixed and unchanging, that is, the idioms. They are groups of words whose meaning differs from that of their individual words. In order to speak and write naturally and expressively, the learner must acquire the ability to use these expressions which are an inalienable part of the language (Gathumbi and Masembe, 2005).

It should be noted that language is not learned in a vacuum. It revolves around issues and concerns that affect us on daily basis. These in our context may include civic education, good governance, HIV/AIDS pandemic, the need to conserve our environment, the fight against corruption, the struggle to preserve our moral and spiritual values, and technological advancement. The English teacher is therefore required to expose the learner to these concerns through all the language skills. In the teaching of English, the emphasis should be on the acquisition of communicative competence and not simply on the passing of examination. In fact, becoming proficient in the language is desirable life – long goal (KIE, 2004).

Gathumbi and Masembe (2005) notes that, English as used in real life situations is integrated in a number of different ways. For instance, one makes use of vocabulary in speech and at the same time uses language sounds. The integrated approach therefore, includes integration of linguistic skills, situations outside the classroom, relational needs, and integration across the curriculum, among

others. Essentially when language is used, it is not in isolation, but in interaction with situations even outside the classroom.

Secondly, English is used in other subjects as a medium of instruction. Integration across the curriculum hence ensures continuity in the learning process. The learner needs therefore to broaden her linguistic competence as well as her communication skills for all-round education. English language being a compulsory subject at O-Level, the learner needs more than the traditional English lesson to achieve this competence. Under the different themes under study, the teacher can assist the learner to integrate her needs and the linguistic skills using materials that enhance meaningful communication. A more lasting and worthwhile learning experience can be achieved this way. In the integrated approach a wide variety of text is available from materials used in other subjects. This wide ranging experience promotes English as a second language with contextual relevance(Gathumbi and Masembe,2005).

The integration of English and literature encourages learners to think in order to solve problems. When the cognitive, affective and psychomotor domains are given opportunity to function in a lesson, learners can express their emotions and empathize by sharing information and experience with their colleagues. In so doing they increase their understanding of one another and life in general.

Unlike the traditional approaches to teaching and learning English which neglected learners' needs and interests, the integration of English and literature invites participants to incorporate their individual opinions and experiences in the process; for every activity in the integrated course invites one to take part in the learning process. Learners learn from one another and they enjoy this experience more because they identify with it through their experiences (Gathumbi and Masembe,2005).

Bishop (1985) pointed out that, learners should be encouraged to listen not only to the teacher (as was the case in the traditional approaches) but to their classmates as well. The linguistic skills are further integrated in such a manner that learners participate in different activities and tasks; example when learners hold a debate or a discussion in class, they also speak out their own views. Additionally, according to their thinking (cognitive skills) and feelings (affective skills), they can side with either one or the other or the classmates in the debate. Learners can also learn to follow instructions on the rules of debate and other skills like accommodating one another's views. The integration of English and literature helps transform theoretical English lessons into practical real life situations and experiences that learners can identify with and contribute to meaningfully.

2.2 English curriculum and syllabus coverage

English as a medium of instruction in Kenya schools is indeed a very important subject in our curriculum and as a service subject. The aim of the secondary school English curriculum is to increase total competence in listening, speaking, reading and writing in language (K.I.E, 2004).

In Form One and Two, English is allocated six lessons a week. Two lessons are meant for literature and four for language. In Form Three and Four English is allocated eight lessons in a week, four for language and four for literature. However, this allocation can be adjusted according to the needs of the learners (KNEC, 2003).

The first two classes in secondary schools are the most critical of the whole four year course because learners are either made or broken by their experiences during this time. In Form Three and Four the skills acquired in the first two year of secondary education are refined as a learner develops confidence in handling different types of materials in English. English faces competition not only from Kiswahili but also from three other languages namely French, German and Arabic all of which

are examinable at Kenya Certificate of Secondary Education level (KIE, 2004). The secondary school English syllabus comprises English language and Literature in English.

The English language part has four components: Composition, Comprehension, Grammar and Summary. The Literature in English part of the syllabus has five components: Novel, Short story, Drama, Oral literature, and Poetry. All the nine components are examinable at Kenya Certificate of Secondary Education examinations (KNEC, 2007).

According to Bishop (1985), the integrated English syllabus is too wide hence most teachers lack sufficient time for studying and examining aspects of English and literature in a more practical way. Also the increased workload for both teachers and students do not allow them to have any spare time for extra practice outside the timetabled sessions in most schools a lot of teaching and learning time is lost at the beginning and at the end of every term as both the students and teachers settles down and adjusts the timetables.

Lack of syllabus coverage has resulted to poor performance since learners are usually ill prepared and less confident to handle the examinations. However, to be able to cover the wide syllabus the teacher should work hand in hand with the students and arrange for extra lessons, because the more the hours allowed in instruction in a subject the higher the achievement (Bishop, 1985). This study seeks to discover to what extent is the integrated English syllabus covered by teachers in the selected secondary schools in Kikuyu District.

2.3 Choice and use of teaching techniques for teaching the IEC

The teaching techniques are very crucial in schools today unless students are taught the necessary techniques the poor performance in English as a subject will never improve. These techniques are: teaching listening and oral skills, teaching reading skills and writing skills.

According to Gathumbi and Masembe (2005), Linguistics, which is the science of language, has provided teachers of language with improved descriptions of the language to be taught. As a result learners are helped to acquire a specified body of content and increase their linguistic competence in producing grammatically accurate sentences. However, it is not enough for the learners to be able to produce and understand grammatically well – formed sentences only which are referred to as linguistic competence. They also need to be able to produce, understand and use utterances that are appropriate to the situation (contexts) in which they are used, that is, the communicative competence.

Gathumbi and Masembe (2005), emphasize that, listening and speaking skills are normally integrated as they go together. People speak expecting to be listened to and vice versa. Speaking is the act of making recognizable verbal utterances in a given language. The fact that speaking is a productive skill calls for a careful understanding of what communication involves. Most teaching of this productive skill of speaking is aimed at helping the learner develop the ability to express herself intelligibly, which is referred to as oral fluency.

Teaching speaking skills therefore entails bringing learners from stage where they are mainly imitating a model or some kind or responding to verbal cues to the point where they can use the language freely to express their own ideas; for effective teaching of speaking skills, the teacher needs to give the learners two complementary levels of training, that is, practice in the manipulation of all elements of language (vocabulary, phonological and grammatical patterns) and opportunities for the expression of personal meaning. On the whole teaching speaking skills should be aimed at helping learners to attain fluency and accuracy in oral communication (Gathumbi and Masembe, 2005).

Speaking is an integral part of listening since, although one person initiates, both speaker and listener are constantly changing roles. Consequently, speaking involves responding to what has been heard or

inferred. It is this kind of interaction (listening-respond-listen) which learners find difficulties with, and thus, needs special attention during the teaching of oral skills. The teacher should aim at helping learners attain fluency and accuracy in speech. If learners do not learn how to speak fluently and accurately, they become poor speakers and in effect, fail to communicate and interact. There is likely to be regular communication breakdown and this contributed to poor performance in exams and since learners cannot express the ideas they have correctly (Gathumbi and Masembe, 2005).

Teaching reading skills is another important technique, according to Gathumbi and Masembe (2005), overall reading has been described as a deliberate and conscious act of engaging one's eyes on written material for the purpose of understanding, obtaining general information or pleasure. Effective reading means being able to read accurately and efficiently which includes understanding as much of the text as one needs in order to achieve one's purpose but unfortunately, very few people can do this even in their own language.

Reading in a formal school system is the core of the syllabus because of number of reasons, for instance, content provided in textbooks provides little reading for pleasure, where there is little reading; therefore, there will be little development of the reading skills. It is only by speaking can the learner acquire the speed and skills he/she will need for practical purposes after leaving school. This is because many professions require proficiency in reading. Further education depends on the quality and quantity of reading. All the important study skills require quick, efficient and imaginative reading (Gathumbi and Masembe, 2005).

General knowledge depends on reading, the more a student reads the more background knowledge he/she acquires of other ways of life, behavior and thought. In most schools there is also a desire and need to read texts of literary worth for their own sake. Experience of literature is an essential part of

education, it raises the level at which the mind can function, gives form and meaning to the data of experience, widens and deepens experience itself, offers attitudes, set out moral issues and deals with matters of truth, goodness and beauty, not as abstractions, but as concrete instances (Gathumbi and Masembe,2005). In conclusion poor reading culture in many schools has contributed significantly in students' poor performance in English; this situation can only improve if teachers can choose the right reading materials and encourage students to read widely both inside and outside the classroom setting.

Teaching writing skills is another important teaching technique, Gathumbi and Masembe (2005), defines writing as a deliberate and conscious process that needs to be planned and organized. Just like speaking it is a productive communication, skill which demands not only the writer's ability to form letters on paper or other media, but also the awareness of the position or role or the reader in their communicative relationship. Each particular place of writing therefore should be written clearly and fluently and in a style that is suitable to its content.

In a second language situation, writing skills are the most difficult to master. Student can, for example achieve a high degree of correctness in spoken English when they concentrate on one or two grammatical features on single sentence exercises. But these students cannot hope to achieve the same standard in continuous writing because the skills are not the same. What ought to be emphasized then is how to help students achieve skills required in continuous writing. Applied linguistics is in agreement that the best way to help learners acquire these skills is by providing them with opportunities for practice. If they are restrained from doing this for fear that they will make so many mistakes, then this should be very frustrating and the end results is poor performance in the subject (Gathumbi and Masembe,2005).

Testing and evaluating methods employed in schools plays a very significant role in students' overall performance. According to Gathumbi and Masembe, (2005), a test is a psychological or educational procedure designed to elicit certain behaviour from which one can make inferences about certain characteristics of an individual. It is a method of measuring a person's ability or knowledge in a specific area. Tests may frequently be used to test acquisition of abilities and skills as well as knowledge of some phenomena. They can be used to place students according to their levels of ability. Tests are also used as diagnostic tools to establish learners' strengths and weaknesses in order to make instructional decisions. Research data from tests provides valuable information in, for example, designing better tests or a better curriculum hence, test data acts as a prelude to decision making.

Gathumbi and Masembe, (2005) notes that, a test measures a person's ability or knowledge and to be able to do this the teacher needs to know if the test is appropriate for the students. Tests set to assess language abilities and indeed tests in the education system, may be used for pedagogical purposes such as to motivate students to learn or as a measure of reviewing the materials taught. Evaluation is a systematic gathering of reliable and relevant information for the purpose of making decisions. Evaluation does not necessarily entail testing and by the same token, tests are not necessarily evaluative unless their results are used to make decisions.

A testing and evaluation method plays a major role in the student examinations performance. It is important for a teacher to establish the purpose or function of a language test. This is because tests are aimed at satisfying different functions. A test may be formative that means, it is on-going to modify, for instance teaching by varying teaching methods. It may also be used to identify student's strength and weaknesses. A test can also be summative which means it is given at the end of a course to test

the effectiveness of teaching and learning and also to find out whether the goals set at the outset have been achieved (Gathumbi and Masembe,2005).

According to Gathumbi and Masembe (2005) to improve on students' performance in examination in our schools today, all the teachers need to do a proper planning for a test. This is best done by answering five important questions prior to setting a test. These are:-Why give a test? What should be tested? What is the format? What method of testing should be used? And when should the test be given? It is very important for every teacher to know the precise purpose of giving a test and be clear why a test should be given because it would be futile to give a test for the sake of it or because others are doing it. A teacher should clearly state what abilities, skills, and levels of understanding need to be tested, for example, is it knowledge, comprehension, application, analysis, synthesis or evaluation. This is important because whatever ability is to be tested will determine the form and mode of testing. They all zero in on the content covered and the skills learnt. The teacher is expected to test what has been taught over a period of time. The topics studied should be listed down for consideration and also to make sure none is forgotten.

When planning for test the format to be used is very important, the teacher should establish the number of sections a test should have, the length of the test, and the number of items in each section in order to make a decision on the number of test items to be included and the levels of learning to be tested. The teacher should again know what kind of a test will be appropriate, is it a written, spoken, objective or subjective test. This is because the purpose for testing will determine the mode of testing and the type of test. For example the English language teacher is interested in the development of a diversity of skills and these may lend themselves to various testing techniques. For instance, an achievement test could be given to assess learners' progress and achievement of set goals. A teacher may also give an aptitude test to gauge learners' intelligence or diagnostic test to assess their

strengths and weaknesses in the subject matter. The examiner should consider the amount of content covered and the emphasis placed on various skills before determining the weighting assigned to each test item (Gathumbi and Masembe,2005)

The teacher is expected to use his/her discretion to decide the appropriate time to give a test. However, in most schools test-dates are decided upon by the management. A test may be given at the beginning of the term or year, during the term or at the end of the term or year. When it is given at the beginning of the year, the teacher's aim may be to assess learners' entry behaviour. When it is given during the term, the purpose may be to assess learners' progress and to use the feedback to make decisions. When a test is given at the end of the term or year, the purpose would be to know how to rate learners or place them in various classes the following year. It is also given to find out if the set objectives have been achieved. Tests may also be given when learners are about to tackle a major examination to give them practice in answering examination questions (Gathumbi and Masembe,2005).

In conclusion therefore this study will seek to investigate whether English teachers in the selected schools are employing the correct teaching techniques and test and evaluation methods the Integrated English Syllabus demands.

2.4 Teaching-learning resources

Barasa (2009) pointed out that, the availability and quality of teaching – learning materials is a key factor in the effective delivery of the curriculum hence without teaching learning materials classes will always be teacher centered and students will not learn on how to work independently and in groups.

According to the Ministry of Education (2000) handbook for inspection of education institutions, it is observed that learning resources are not often used effectively because teachers do not have or do not use the accompanying teachers' books. The teachers' role is very critical as he or she is required to provide leadership and wisdom in selecting appropriate and relevant titles to be used, for instance K.I.E has approved several titles to be used in secondary schools such as New Integrated English by J.K.F, Excelling in English by KLB, Head start English by Oxford University Press among others. The teacher should ensure that the selected text effectively and efficiently satisfies the objectives set out in the new integrated curriculum of English. If any improvement in English needs to be seen then there should be ready and continuing supply of teaching – learning resources and adequate support devices.

Parrot (1982) observes “as is the teacher so is the teaching,” in essence, better trained teachers tend to employ the right attitude, be creative, innovative and easily improvise teaching strategies to suit the subject matter and context. Inexperienced or rigid teachers on the other hand rely on traditional methods of teaching which may be irrelevant. The teachers' mastery of content of teaching is crucial for understanding on the part of the learners.

Bishop (1985) asserts that, if teachers are fully involved in the process of educational change, they must understand the principles behind and the reasons for the change. Meaningful change only comes about if the teacher is fully involved in the process of change. According to Bishop (1985) whether an innovation succeeds or takes root depends in the long run on the teacher; he is the “adopting unit.” No genuine innovation occurs unless the teachers are personally committed to ensuring its success. Innovation must start at the teacher's level. In the final analysis it is he or she who has to operationalize on the innovation at the classroom level, hence unless teachers are available and willing to participate in curriculum development there is no future for it.

Shiundu and Omulando (1992) recognize the importance of equipping teachers with knowledge, skills and attitude needed in the implementation of any educational programme. Bishop (1985) argues that, there is a danger and self-deception for our country to fail to understand the important role and place of teachers in the development of our country. Poorly trained, discontented and frustrated teachers cannot bring about the required rejuvenation necessary for a better future for our country. This study seeks to find out what teaching techniques teachers use and if they enhance or impede the implementation of the Integrated English Curriculum.

2.5 Theoretical framework

This research study will be based on the structural- functionalism/consensus theory. According to Kibera and Kimokoti (2007), this is a theoretical orientation that emphasizes the functions or contributions made by individuals to society's existing social structures. The theory draws its explanatory power from the biological workings of an organism. The functionalists maintain that society is like a human body, with a specific structure, consisting of various institutions which function in harmony.

The different parts of the body perform different functions which aim to satisfy the basic needs of the organism. Likewise in society, each institution has a specific function (or functions) and the different institutions of society are dependent upon one another for various services, for example education as an institution is connected in various ways to the economy, the family and the political and religious institutions. Each social institution is a complex structure. Education system for example is made up different layers or sub-systems namely; pre-unit, primary, secondary, tertiary and university level of education. Each of these sub-systems has its own functions to perform within the organized whole. The different sub-systems are further made up of smaller units such as departments or classes, which in turn are composed of roles (Kibera and Kimokoti, 2007).

Kibera and Kimokoti (2007) notes that, the propagators of this theory believed in social integration and emphasized the interrelatedness of the various parts of the society in the same way the different parts of body relate to each other to produce a harmonious working of the body. The interrelatedness of the various societal parts work toward progress, if a sub-system fails, the whole system is put in jeopardy. The social system achieves its goal by assigning position, providing facilities, organizing procedures, regulating activities and evaluating performance. A school as a social system has its fundamental function of providing individuals with education. The roles in a school are defined in term of roles expectations, which are its obligations and responsibilities.

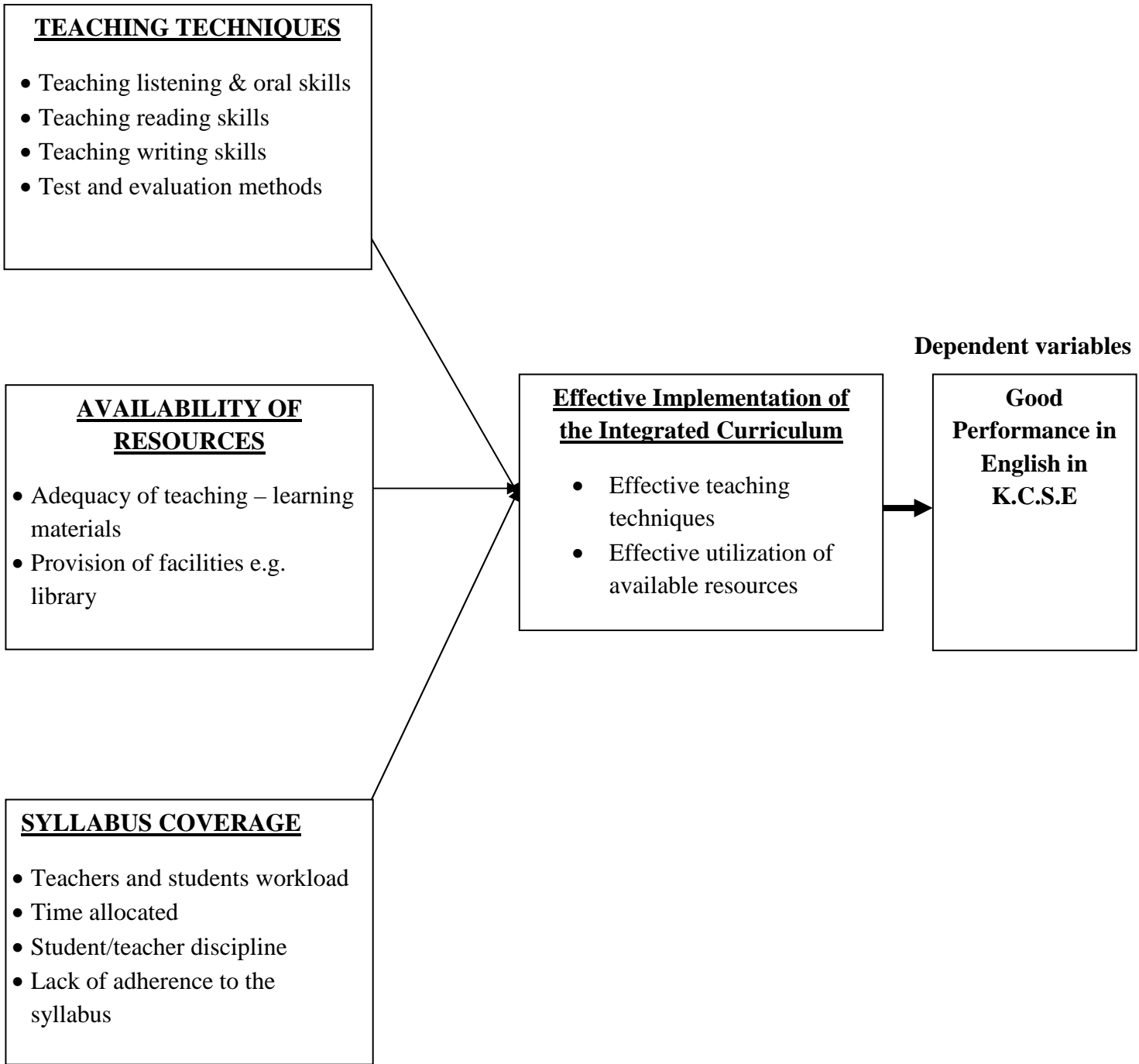
The individual within a social system that is English teachers, their students and the school, exhibit different characteristics and as such are considered to perform their roles when they ensure that these roles and expectations are being met effectively and efficiently. In this study, therefore, the school, teacher and student characteristics are seen to individually contribute to the performance of students in his/her examination.

2.6 Conceptual framework

According to Mutai (2000), a conceptual framework identifies the concepts included in the complex phenomenon and shows their relationships graphically or diagrammatically. The conceptual framework for this study is based on the concept that performance of students in secondary schools in English can be improved if the integrated syllabus is well implemented. As shown in the Figure 1 various variables contribute to the performance of students in English and they have all resulted from the introduction of the IEC which is quite demanding.

FIGURE 1: CONCEPTUAL FRAMEWORK

Independent variables



The interrelatedness of variables is clearly shown above, for instance the resources available in school largely determines the teacher's choice and use of teaching method as an input to the system. This method in turn impacts on the students' ability to comprehend ideas presented to him and his attitude in general in the teaching –learning process. The output of this ability is evident in the student's performance in the examinations.

In conclusion, therefore the IEC has a great impact on students' performance in English and it's intrinsically dependent on a multiplicity of factors which the literature review has identified and supported with evidence from the research. These factors are the choice and use of the teaching techniques required for teaching the IEC, availability of resources, and syllabus coverage.

CHAPTER THREE

RESEARCH METHODOLOGY

This section describes the research methodology of the study. The topics covered are research design, target population, sample and sampling procedures, research instruments, instruments validity and reliability, data collection procedures and data analysis techniques.

3.1 Research design

According to Kothari (2004), a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is the conceptual structure within which research is conducted and constitutes the blue print for the collection, measurement and analysis of data. The study adapted the descriptive survey research design. The main characteristic of this method is that the researcher has no control over the variables; the researcher can only report what has happened or what is happening.

Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group, or situation or concerned with specific predictions and with narration of facts. It is one type of descriptive research in which researchers commonly use questionnaires and interviews to gather information about the characteristics of some phenomena. Descriptive survey research design can explain or explore the existing status of two or more variables at a given point. It also allows for generalization. This type of design was suitable to this study since analysis of data was accomplished using descriptive statistics by way of frequencies, percentages, and means among others (Kothari, 2004).

3.2 Target population

A population is a complete set of individuals, cases or objects with some common observable characteristics. Target population refers to that population to which the researcher wants to generalize the results of the study (Mugenda and Mugenda 1999). The target population for this study was English teachers and Form Four students in District schools in Kikuyu Districts.

3.3 Sample size and sampling procedures

Since it was not plausible to solicit pertinent information from all schools in the District, the research sampled a few District schools for the study. Kothari (2004) argues that if a sample size is too small, it may not serve to achieve the objectives and if it is too large the researcher may incur huge costs and waste resources. A sample must be of an optimum size, that is, it should neither be excessively large nor too small.

In this study to determine the sample size, the researcher used the rule suggested by Mulusa (1990), which requires a researcher to work with at least 30% of the population. This was used to get the sample size of schools. Cluster sampling is used when it is not possible to obtain a sampling frame because the population is either very large or scattered over a large geographical area. It involves grouping the population and then selecting the groups or the clusters rather than the individual elements for inclusion in the sample (Kothari, 2004).

According to Mugenda and Mugenda (1999) probability sampling is a key to obtaining a representative sample. In this method all the members of the population have an equal and independent chance of being included in the random sample. Two stage cluster sampling was used where in every stage, simple random sampling was also used to get a representative.

Simple random sampling as a method involves giving a number to every subject or member of the accessible population then placing the pieces of papers bearing the numbers in a container and picking any piece of paper at random. The subject corresponding to the numbers picked are included in the sample. This was done in the first stage and in the second stage, random numbers were used alongside the class register that is, a data set was defined from 01 to the last in the register.

The researcher checked the corresponding numbers from the random table in a systematic way until the required sample was drawn. The first number encountered from the data set is element number 1 and n^{th} number encountered on the random tables was the last element in the sample, where 'n' is the sample size. The report from the District Education Office in Kikuyu District showed that, there were 20 District schools with 55 English teachers and 3030 form four students, using the 30% rule, 20 schools yielded 6 schools and to get the specific names of the schools simple random sampling technique was used.

The researcher had to put down all the names of the schools on pieces of papers and assigned an identification number to each piece. The papers were then folded and put in a container, shaken well and a single piece of paper was picked randomly at a time. The papers were returned in the container shaken again and the process was repeated until 6 schools were selected, for each piece of paper chosen the corresponding member of the population was included in the sample. The names of the schools selected are written down and the number of teachers and the Form Four students indicated as shown in Table 1.

Table 1: Total No. of Students and Teachers

	School Name	No. of Students	No. of Teachers
1	Kikuyu Secondary	107	4
2	Musa Gitau Secondary	116	4
3	Kabete High School	79	3
4	Kanjeru Girls Secondary	38	2
5	Muguga Wagatonye Secondary	115	4
6	Kerwa Secondary	52	2
TOTAL		507	19

Source: - D.E.O's office, Kikuyu

Sample determination:

Sample size was determine using the formula shown below as suggested by Nassium,(2000).

$$n = \frac{Nc^2}{C^2 + (N - 1)e^2}$$

Where, n is the sample size to be determined

N- is population size

C² - is coefficient of variation

e - is relative standard error

NB/ The allowable standard error is 1%. The average mean score for the last five years was used to determine the standard deviation.

So:

$$n = \frac{3030 \times 0.23074^2}{0.2307^2 + (3030 - 1)(0.02)^2}$$

$$= \frac{161.3144}{1.26}$$

$$= 127.53$$

The required sample size (128 students) was proportionately distributed among the sample clusters as indicated in Table 2 below. Further, four students were added in each clusters to take care of any non-response which would adversely affect the results. The total sample was: 128 + 24 = 152 students. All Form Four English teachers (19), were sampled out (i.e. n = N) and hence all qualified to fill the questionnaires.

Table 2: Sample Size

	School Name	No. of Students	No. of Teachers
1	Kikuyu Secondary	107/507x128=27+4=31	4
2	Musa Gitau Secondary	116/507x128=29+4=33	4
3	Kabete High School	79/507x128=20+4=24	3
4	Kanjeru Girls Secondary	38/507x128=10+4=14	2
5	Muguga Wagatonye Secondary	115/507x128=29+4=33	4
6	Kerwa Secondary	52/507x128=13+4=17	2
TOTAL		152	19

3.4 Research instruments

The researcher developed and used two sets of questionnaires namely: - questionnaires for English teachers and questionnaires for students. The questionnaires had both structured and unstructured questions.

3.4.1 Questionnaire for teachers

The questionnaire were divided into sections; A, B and C. Section A collected demographic data. Section B, collected information on teaching methodologies, adequacy of teaching – learning resources, teaching techniques and syllabus coverage. Section C, sought information on aspects of student’s performance in English and the challenges facing the teachers in teaching the Integrated English Curriculum.

3.4.2 Questionnaire for students

The questionnaires had three sections; A, B and C. Section A focused on the respondents’ demographic information and type of language used in the school. Section B, addressed aspects of teaching-learning materials and the teaching methodologies that teachers used. Section C, sought information on aspects of students’ performance in English and their attitude towards English as a compulsory subject. Demographic data was intended to motivate students to respond to questionnaires items.

3.5 Validity of the instruments

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda, 2003). It is concerned with the soundness and the effectiveness of the measuring instruments. The validity of the instruments was reflected on the items structured in

simple English for easy understanding. The items on the questionnaires were also discussed with the supervisor who is a specialist in this field before the start of data collection.

To further validate the instruments a pilot study was carried out in one of the schools not selected in the simple random sampling exercise that the researcher conducted, to find out if the instruments measured what, was intended to. In addition it was to find out whether the respondent would find the instruments clear, precise and comprehensive enough from researcher's point of view and ascertain that they were to capture all the required data.

3.6 Reliability of the instruments

According to Mugenda (2003), reliability is a measure of the degree to which a research instrument yields constituent results or data after repeated trials. In research, reliability is influenced by random error. As random error increases, reliability decreases. Random error is the deviation from a true measurement due to factors that have not effectively been addressed by the researcher.

As the researcher designed and administered the chosen instruments, she took care of these errors, which would arise due to inaccurate coding, ambiguous instructions to the subjects, interviewer's fatigue, interviewee's fatigue, interviewer's biasness and many others. The researcher ensured that the items on the questionnaires reflected the objectives and research questions of the study, which are related to the research topic.

3.7 Data collection procedures

The researcher through an introduction letter from the Department of Educational Studies sought permission from the Ministry of Education, to conduct the study. The researcher also reported at the District Education Office in Kikuyu District in order to obtain the necessary authority to proceed with the research.

The researcher then visited the selected schools to make appointment for the administration of the questionnaires. With the head teachers permission the researcher personally distributed the questionnaires to English teachers and assembled Form Four students in a room to fill in the questionnaires, which were collected the same day, this process was repeated in all the six selected schools.

3.8 Data analysis techniques

The mass of raw data collected was systematically organized in a manner that facilitated easy analysis. After coding, the data was edited to ensure completeness and accuracy. The researcher analyzed data using both quantitative and qualitative analysis techniques. In qualitative analysis the researcher was interested in analyzing information in a systematic way in order to come up with useful conclusions and recommendations.

In qualitative studies the researcher obtained detailed information about the phenomenon being studied and then tried to establish patterns, trends and relationships from information gathered. Quantitative analysis enables the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics. In quantitative analysis data analyzed was presented using response table, graphs, charts and interpretations were made.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

This chapter presents the study findings and the analysis of the research items that answered the research questions. The chapter is divided into three sections namely: questionnaire return rate, demographic data and findings from the teachers and students. The data analysis was based on the research questionnaires filled by English teachers in six District schools in Kikuyu District and Form Four students in those selected schools. The data collected was subjected to various descriptive analysis and the results were as follows.

4.1 Questionnaire return rate

The return rate for students' questionnaire was 100% with only 1.32% expunged from the set due to inconsistent information and ambiguous response. The return rate of teachers' questionnaire was 84% and none was rejected. Although the return rate was not to the expectation, this did not affect the results since the sample was equal to population size and all questionnaires were answered by Form Four English teachers.

4.2 Demographic data

The researchers investigated the demographic information of English teachers and Form Four students by establishing the academic qualification of teachers, their experience and workload as well as the students' gender and age distribution.

4.2.1 Academic level of teachers

The findings revealed that majority of teachers (60%) were holders of Bachelor of Education degree followed by (20%) with Masters' degree and Diploma in Education. This indicates that majority of teachers had minimum qualifications to teach in secondary schools and therefore could be relied upon to provide the needed information for this study.

4.2.2 Teachers teaching experience

Table 5: Teachers' experience

Years of experience	Percent
Less than 10 years	20%
10 years or more	80%

From the research, most schools have graduate, experienced teachers with about 80% having over ten years of experience and work load of about 22 lessons a week. This indicated that the schools had ideal staff that was resourceful in this research.

4.2.3 Age and gender of students interviewed

The Form Four students were asked to indicate their gender and age bracket. The findings were presented in the Table below:

Table 6: Gender and age composition of students sampled

Age Bracket	Below 15 years	15-17 years	18-20 Years	Above 20 years
Boys	0	24	28	2
Girl	0	49	49	0

The findings revealed that the gender composition of students interviewed was that, there were more female than male students, that is, 54 male against 98 female students. From the findings it is apparent that all the female students lie in the age bracket of between 15-20, that is 98 female students and for the male students, 24 were between 15-17 and 28 students in the range of 18-20, with only 2 male students were above 20 years old. This indicated that the schools had the ideal age and gender composition of students to be used in the research.

4.3 Findings from teachers and students

The data presented here was obtained from the completed questionnaires from English teachers and Form Four students. Frequencies and percentages were used to describe the data.

4.3.1 Teaching methods preferred by students and instructional methods used by teachers

The findings revealed that 53.4% of students prefer discussion followed by group work at 17.1%. Question and answer method was third with 15.1%, debate was fourth with 4.1%, while lecturing, role play and demonstration were least preferred with 3.3%.

Table 7: Teaching methods preferred by students

Teaching method	Lecturing	Discussion	Question & Answer	Group Work	Demonstration	Role play	Debates
Percent	3.3	53.4	15.1	17.1	3.3	3.3	4.1

The findings shown in Table 8, indicates further that, most teachers preferred using discussion as a teaching method (50%) and group work (70%), followed by lecturing, questions and answers and demonstration methods which were rated at 40% each.

Table 8: Instructional methods used in teaching English

Instructional method	Percentage frequency				
	Always	Often	Occasionally	Rarely	Never
Lecturing	10	40	10	30	10
Discussion	20	50	30	0	0
Questions and Answers	50	40	10	0	0
Group Work	0	70	30	0	0
Demonstration	20	40	30	10	0
Role play and game	0	10	70	20	0
Debates	0	0	80	20	0
Drills	0	10	30	50	10
Resource person	0	10	30	40	20
Visual Media	0	0	50	20	30

4.3.2 Facilitation of debates and public speaking

The research findings revealed that most school rarely facilitates debates and this accounts to 66.2% while 6.8% holds debate once a year. Others hold once every week, once every month and once every term with 11.5%, 4.5% and 11.5% respectively.

4.3.3 Evaluation methods used in testing learners

The common mode of evaluation employed in most schools was class work and home work with 70.6% followed by class work and class evaluation at 17.5%. Others were class work only at 9.8% and lastly home work only at 2.1% as indicated in the Table 9.

Table 9: Evaluation methods used in testing learners

Mode of Evaluation	Class work and home Work	Class work and Class evaluation	Class work only	Home work only
Percent	70.6	17.5	9.8	2.1

From the findings in the table below, it is apparent that, majority of teachers (70%) preferred and always used homework, and giving and marking assignments as a method of evaluating student. The information is within the standard practice of learning English since language skills need to be developed and tested regularly.

Table 10: Evaluation methods used in testing learners in English

Evaluation method	Percentage Frequency				
	Always	often	Occasionally	Rarely	Never
Use of Essay question	30	50	20	0	0
Use of short answer s question	30	60	10	0	0
Use of Multiple choice	0	10	10	40	40
Use of supply item type	22.2	0	11.1	67.7	0
Use of oral tests	10	20	20	20	30
Giving home works/ assignments	70	30	0	0	0
Marking Assignments/Homework	40	40	20	0	0

The Table below shows the frequency of testing students.

Table 11: Testing frequency

Frequency	Percentage
Weekly	20%
Monthly	80%

The findings clearly indicates that majority of the tests done are held monthly (80%), with few tests conducted on weekly basis (20%).

4.3.4 Students' response on revision and testing in English

Table 12: Revision and testing in English

Statement on revision and testing in English	Percentage Truth about the Statement				
	Always	Often	Occasionally	Rarely	Never
Reading/revising English on your own	14.3	34.7	24.5	21.8	4.8
Doing extra work in English on your own	7.5	29.3	29.9	26.5	6.8
Reading English books other than set books	24	32.2	17.8	20.5	5.5
Reading News paper	29.5	24	20.5	19.9	6.2
Getting English assignment/ homework	41.1	33.6	9.6	9.6	6.2
Having assignment/homework marked	43.5	19.7	10.2	13.6	12.9
Discussing theme in set books with friends	24.3	26.4	22.2	12.5	14.6

NB/

The findings revealed that 85% of the students do not always read and revise on their own and only 8% always do extra work in English.

4.3.5. Students' perception on various examinable areas in English

Table 13: Students' perceptions on various areas in English

Examined areas in English	Percentage Students Perception			
	Very Easy	Easy	Difficult	Very Difficult
Composition	14.3	68.7	9.5	7.5
Grammar	44.5	45.2	9.6	0.7
Comprehension	40.1	47.6	8.2	4.1
Novel	21.2	39	27.4	11.6
Summary	24.5	45.6	25.9	4.1
Short Stories	51.4	38.2	9.7	0.7
Drama	31.2	36.8	25	7
Oral Literature	34.2	44.5	17.1	4.1
Poetry	16.2	32	35.4	16.3

The findings revealed that most students perceive English as an easy subject, but have difficulties in poetry, reading and analyzing set books, and summary writing.

4.3.6 Choosing English as a subject if it was made optional

If English was optional, at least 88.8% would have chosen it. Various students had different reasons to justify their responses for or against choosing English. They included: career development, it is the official language and helps in communication, it is easy and used by many countries, one is seen to be more literate when communicating in English, it is enjoyable, favorite subject and interesting, and teachers confident makes it easy to understand. Other 11.2% were of contrary opinion, and believed that it is very difficult; some cannot understand comprehensions, while set book and poetry makes it more difficult.

4.3.7 Language mostly used by students in communication

From the study, it is evident that English is hardly used in family communication. Most student converse in all languages applicable with English language being second least used language after sheng' with an average of 4.8 % in family setting. Most students communicate with their teachers in English and this accounted for 89.3%, as shown in the Table below:

Table 14: Language usage by students

	Vernacular	Sheng'	Kiswahili	English
Father	50	2.1	42.4	5.6
Mother	53.9	1.3	42	2
Teacher	0	0	10.7	89.3
Friends	2.7	40.9	43.6	12.8
School Mates	0.7	10.7	44.3	44.3
Brother/sister	22.3	19.6	51.4	6.8
Others	23.4	10.2	38	28.5

The study further revealed that, on overall, the students mostly hold their conversation in Kiswahili which was leading with 60.4%, followed by English, sheng' and vernacular with 22.8%, 11.4% and 5.4% respectively, as shown in the Table below:

Table15: Language frequencies as used by students

	Vernacular	Sheng'	Kiswahili	English
Frequency	5.4%	11.4%	60.4%	22.8%

4.3.8 Teachers' response on syllabus coverage

From the research findings, 70% of schools in Kikuyu District were able to cover the syllabus last year and only 30% were not able to complete the syllabus. Although many schools were able to finish the syllabus, the results were still wanting and there was no correlation between finishing the syllabus and good performance.

4.3.9 Availability of the teaching –learning resources

The findings revealed that: 19% of students had no personal copies of English text book while 32% had a copy each. 26.5% had two text books, 14.3% had 3 copies of text books and 8.2% of the students had at least 4 copies of personal English text books as shown in the Table below:

Table 16: Text books ownership

Text book owned	Zero	One	Two	Three	Four
Percent	19	32	26.5	14.3	8.2

According to the findings, many schools had the recommended KIE copies of Integrated English text books but they are shared among the students. About 4.1% had a copy per individual while majority shared one book for every two students, that is, 74.1%. About 11.6% had one text book for every three students and 10.2% had one text book for every four students.

Table 17: Text books sharing among the students

Sharing one Text book	One copy per student	Two student per copy	Three students per copy	Four students per copy
Percent	4.1	74.1	11.6	10.2

The findings revealed that, 12.3% had no books issued by the school, 53.6% had 1 copy provided by school and 17.4%, 8.7% and 8% had two, three and at least four books respectively issued by school.

Table 18: Text book issued by school

Text book issued	Zero	one	Two	Three	Four
Percent	12.3	53.6	17.4	8.7	8.0

4.3.10 The usage of the teaching-learning resources

The findings revealed that, majority of teachers (80%) prefer using the KIE textbooks and the Literature set books as opposed to using other teaching resources such as charts, video cassettes, radio, pictures and real objects among others as indicated in Table 19.

Table 19: Usage of materials and resources

Material/Resource	Percentage Frequency				
	Always	Often	Occasionally	rarely	Never
Use of charts	0	11.1	33.3	44.4	11.1
Use of picture	11.1	0	33.3	44.4	11.1
Use of real Objects	0	20	20	50	10
Use of radio cassettes	0	0	40	10	50
Use of Video cassettes	0	0	50	10	40
Use of resource person	10	0	30	40	20
Use of KIE textbooks	80	20	0	0	0
Use of other text books	44.4	55.6	0	0	0
Use of models	0	10	30	40	20

4.3.11 Students' response on number of novels read per term

About 16.3% of secondary school student hardly read novels other than set books. 29.9% of students reads on average two novels and 23.8% reads one every term. 30% reads at least three novels per term.

4.3.12 Teachers' opinion on areas of difficulties in teaching English

From the research many teachers find difficulty in teaching creative writing since there is nothing much to teach about writing, apart from encouraging the students to do extensive reading so that they can write well. In oral skills and poetry there are no materials readily available, while in literature, grammar and pronunciation the difficulties arise due to poor exposure of students, lack of a wide range of reading materials, lack of constant practice of the language, and poor reading culture, among others.

The research findings revealed that some teachers have negative attitude towards Integrated English as well as some students. A few students believe that the main difficult areas in the Integrated English Syllabus are poetry and literature. From research, some teachers believe that poetry is difficult while, 51% of students are of same thought. If the teacher believes poetry is difficult the learners tend to have the same perception and this makes it difficult for learners to have confidence in the subject.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS, AND RECOMMENDATION

This chapter presents the summary of the findings of the study, conclusions drawn from the findings, recommendations for possible action and suggestions for further research.

5.1 Summary of the findings

The Integrated English Curriculum has a lot of impact on students' overall performance in English. The curriculum is quite demanding and requires the teachers to use and emphasize on different instructional methods while teaching, this is because, different language skills require different teaching methods. The study revealed that, although most students prefer discussion method, students still performed dismally in English. Teachers should adopt appropriate teaching techniques in order to deliver all the necessary skills to students for desirable results to be achieved.

It is apparent from the study that, a considerable proportion of teachers that is, 40% use lecture method of teaching which is teacher-centered on the other hand, group work and discussion methods which are learner centered are employed by a huge proportion(90%), who use it often. Learner centered methods enable the learners to develop their own insights and learn independently as opposed to teacher-centered methods like lecturing.

Although the work load for many teachers was 22 lessons per week, only 40% marks students' assignment always out of 70% that gives the assignment on daily basis. This indicated that only 28% gives and marks the assignments always. From the research, only 10% gives oral tests. The Integrated English Curriculum is quite demanding and teachers lack contact time with students or even time to plan and give remedial work to slow learners. Marking assignments for every student becomes quite

tedious hence some students don't complete their homework and even class work. This has impacted highly on teachers' effectiveness and in turn the poor performance of the students.

From the study it was noted that, if only 28% of teachers are available/ready/willing to give and mark the assignment always, and only 43.5% of student would have their homework/assignment marked, the probability that a teacher will give and mark assignment and, a student will have his/her assignment marked always is $0.28 \times 0.435 = 0.1218$ (that is, only 12.18% of students will get and do assignment, and have it marked always). This is dangerous for student who will need regular guidance and encouragement. The study further revealed that, 80% of teachers do not give test weekly which may have resulted to some sought of laxity in mastery of subject content. It is important to have more tests frequently so that students would master the subject content.

The results shows that majority of the teachers prefer using KIE textbooks and the provided literature set books as opposed to using other teaching resources such as charts, real objects, pictures, radio and video cassettes among others. The Integrated English Curriculum requires teachers to emphasize fully on teaching the necessary techniques, which are, listening, oral, reading and writing skills. This has failed in most schools due to the fact that the necessary reading materials and even sufficient copies of the course books were hardly available. Lack of sufficient teaching resources restrains the teachers from comparing topics and giving diverse materials to students. This plays a direct role in influencing the students' performance in English.

At least, every student in these schools owns a text book either personal or provided by school. Majority shares one text book for every two students. The findings indicated that, most schools visited had the required English books but not sufficient for students. Sharing the available copies makes it hard for students to complete their assignments and also it discourages the students to do

extra work and personal revisions. Most students cannot afford to buy their own copies hence have to rely on the few available copies.

The results indicated that most students do not set enough time to revise for English, do extra work and have time to read other materials in school and outside classroom setting. Most students assumes that English is easy hence allocates more time to other practical subjects. The study findings revealed that about 40% of high schools students read one novel mostly or none at all apart from class readers. This indicated that a substantial percentage has a poor reading culture. Poor reading culture, lack of revision and limited resources are some of the main causes of poor performance in Integrated English.

From the study, it is evident that English is hardly used in family communication. Most students communicate with their teachers in English and this was attributed by strict measures that were applied to those who were found conversing in vernacular and sheng'. Although in some instance the rule to forbid use of sheng and vernacular were not strictly observed, student still tried to make their conversation with their teachers as formal as possible.

There were quite a number of punitive measure that were applied to discourage use of sheng' and vernacular which adversely affects students performance. Among the measures were; wearing a sack and walking bare foot, buying a story book, reading and summarizing it, going home to get parents, cutting firewood and washing toilets, writing five composition and even in extreme condition would attract a whole week suspension.

These measures differed from school to school. Some of these punishments are detrimental to student's improvement in the language while others were very helpful. Some schools would force the student to write a number of compositions, buy a set book, reading it and summarizing. Although the latter adversely affects the parents who are living below poverty level, in long run these methods can

discourage the student to communicate in inappropriate language and increase his performance through practice as a result of punishment. Other methods like cutting firewood, washing toilets and suspension deprives the weak student valuable time to do practice so as to repertoire from past mistakes and is counterproductive. The third category brings shame, humiliation and students may lack confidence as they may consider themselves inferior. This leads in poor concentration in class and end up in missing the subject content.

The findings revealed that, most of school rarely facilitates debates and this accounts 66.2% while 6.8% holds debate once a year. Others hold once every week, once every month and once every term with 11.5%, 4.5% and 11.5% respectively. Many students fail to practice English in their communication and teacher put little or no effort in building students confidence through public speaking. Lack of constant practice in communicating using English on the side of students, counterproductive punitive measures and lack of public speaking sessions in school are some of causes of poor performance in English. Language mastery depends much on constant practice and from the research this is not adhered to in most schools. Most students have not mastered grammatical structures and vocabulary making it difficult for one to communicate fluently in English. Students became handicapped when learning other subjects and even later on when learning and performing a job, because they lack competence in English.

The study findings revealed that, 70% of schools in Kikuyu District were able to cover the syllabus last year and the 30% that were not able to complete the syllabus employed various techniques to ensure that students were adequately equipped for the exams. Among the methods applied were; creating extra time by organizing remedial classes to cover the set books, revision of major areas in language especially functional writing, encouraging group work, giving substantial homework and assignment on areas not covered, although these methods applied were not sufficient to guarantee

success in the exams. Secondly, with the poor reading culture many students may fail to adhere to group work since only 17.1% prefer it. Despite many schools managing to finish the syllabus, the results are still wanting and there was no correlation between finishing the syllabus and good performance.

The Integrated English Syllabus, according to most teachers is wide and demanding and to complete it the teachers had to teach without giving too much attention to weak students since a class is composed of bright students, average in performance and the weak students. When teachers deliver the content of the syllabus, comprehension by most of these students do not take place as demonstrated by their performance in the examinations.

5.2 Conclusion

From the research it is evident that the Integrated English Syllabus has impacted a lot on students performance, due to this, the main causes of poor performance in English are; lack of enough teaching-learning resources, negative attitude towards some areas in English course for both teachers and students, poor choice of teaching techniques and evaluation methods, lack of constant practice of language by the students, Sheng' and vernacular interference, lack of revision and not allocating the subject sufficient time for extra work due to the believe that English is easy, counterproductive punitive measures applied to those who do not adhere to the set language policies in schools, lack of confidence in the subject by students hence poor public speaking skills, and lack of enough time to cover the syllabus adequately and not paying attention to the slow learners.

5.3 Recommendation

The following were the recommendations based on the findings and conclusions of the study. First, the Ministry of Education should plan for more and consistent in-service programs for teachers of English as well as seminars and workshops. This is in order to equip teachers with latest techniques in handling their subjects. The ministry should also facilitate inspection of teachers to ensure that the teaching techniques and the evaluation methods used are consistent and as per the Integrated English Syllabus requirements. Good performance in English is directly dependent on teachers' choice and employment of the right teaching techniques.

Further the ministry should employ more teachers of English to ease the workload in schools. A reduced workload will enhance teacher-student contact time, marking of students' assignments and homework books, giving remedial work to weak students, and teachers to have enough time to cover the syllabus adequately. The schools should ensure that the teachers cover the syllabus on time to give students ample time for revision and analyzing areas that need to be repeated and emphasized on. Also assessments and evaluations should be frequently administered to help the students grasp the subject content.

Another remedial measure is availing adequate teaching and learning resources in schools. This will encourage an active reading culture in the schools if interesting novels and magazines are provided in the library and newspapers availed to the students. A properly stocked school library will in addition provide adequate reference books for students and teachers.

Communicating in English should be encouraged and made compulsory as the language of socialization in schools. One of the remedial measures that can be taken is to enforce a stringent language policy in schools where students face tough consequences for using mother tongue and

sheng. This requires a cooperative school administration that will administer relevant disciplinary action on those who fault the language policy. When this is done students will always adhere to the language policy thereby learning how to express themselves in speech and in turn in writing. This should also be accompanied by students getting encouragement from teachers of English and teachers of other subjects. Organizing debates and public speaking sessions in school is very crucial in building confidence when using English language.

Students should be encouraged further and motivated to develop a positive attitude towards all components of English like poetry, reading and analyzing set books, summary writing among other areas where they show weaknesses. This attitude can be developed by both material and verbal rewards as well as encouraging remarks on students' books and examination sheets.

5.4 Suggestions for further research

The researcher proposes that further research be carried out on the Integrated English Curriculum to establish whether the complaint of it being too wide and demanding a lot from both the teachers and the students is justified.

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APPENDICES

Appendix I: Letter of Introduction

University of Nairobi
College of Education and External
Studies
P.O. B0x 30197 – 00200
Nairobi.
28th May 2013.

The Respondent

RE: Permission to conduct Research

I am a post graduate student at the University of Nairobi, carrying out research on the impact of Integrated English Curriculum on students' performance in K.C.S.E. in Kikuyu District. I am kindly requesting you to respond to the questionnaires as correctly and honestly as possible.

The questionnaires are meant for this research only and the response given will be treated with utmost confidentiality. To ensure this, please do not write your name or for the institution on the questionnaire.

I look forward to your honest participation.

Thanks in advance

Yours Faithfully

Lilian M. Macharia

L40/67035/2011

5. What are your pre-service training teaching subjects?
(a) English/Literature []
(b) English/Other subjects []
(c) Literature/Other subjects []
6. In your opinion do you think pre-service courses gives adequate training for the teaching of the new Integrated English?
a) Yes [] (b) No []
If NO, what was lacking in the training? _____

7. Which subjects are you currently teaching?

8. What is your weekly work load? _____
9. How many lessons per week do you give to each subject component?
(a)English _____ (b) Literature _____
10. Were you able to cover the syllabus last year?
(a) Yes [] (b) No []
If NO, how do you ensure that students are well prepared to sit for the exam?

SECTION B

- i. Below are statements about use of teaching-learning materials and resources in relation to your teaching activities. Tick [√] in the relevant column the extent to which each of these statements applies to your teaching.

	Statement on use of materials and resources	Always	Often	Occasionally	Rarely	Never
a)	Use of charts					
b)	Use of picture					
c)	Use of real objects					
d)	Use of radio cassettes					
e)	Use of video cassettes					
f)	Use of resource persons					
g)	Use of K.I.E text books					
h)	Use of other text books					
i)	Use of models					

- ii. Below are various instructional methods used in teaching English. Indicate by a tick [√] in the relevant column the extent to which you use each of these methods.

	Statement on instructional methods	Always	Often	Occasionally	Rarely	Never
a)	Lecturing					
b)	Discussions					
c)	Questions and answers					
d)	Group work					
e)	Demonstration					
f)	Role play and game					
g)	Debates					
h)	Drills					
i)	Resource person					
j)	Visual media					

iii. .

- a. Do you have enough recommended English and Literature books in your school?

Yes []

No []

- b. Which are these books? Specify _____

c. Does the school have other books apart from the recommended texts?

Yes []

No []

iv. Below are some materials pertaining to teaching English. Tick [√] in relevant column the extent to which they are available, adequate and if used or not in relation to your school.

	English materials	Availability		Adequacy		Used	Not used
		Available	Unavailable	Adequate	Inadequate		
a)	Grammar texts						
b)	Literature texts						
c)	Class readers						
d)	Newspapers						
e)	Audio tapes						
f)	Video tapes						

v. Indicate in the table below by use of a tick [√] the extent to which you use the given evaluation methods in testing learners in English.

	Evaluation Methods	Always	Often	Occasionally	Rarely	Never
a)	Use of essay questions					
b)	Use of short answers questions					
c)	Use of multiple choice					
d)	Use of supply item type					
e)	Use of oral tests					
f)	Giving homework/assignments					
g)	Marking assignments/homework					

vi. How often do you give tests to students in English?

a) Every lesson

b) Every week

c) Every month

d) At the end of the term

e) Others (specify) _____

vii. As a teacher how would you describe teaching the integrated English course?

viii. Do you think the introduction of the integrated course is helpful to the students?

Explain

ix. Which language do students use mostly amongst themselves?

- a) English
- b) Kiswahili
- c) Sheng'
- d) Vernacular

SECTION C

1) According to you which areas do you find learners having problems in learning English?

Give reasons;

2) In your opinion which areas do you encounter problems in teaching English?

Give reasons;

3) In your opinion which factors inhibit good performance in English?

4) What suggestions would you give that you feel can improve English performance?

THANK YOU FOR YOUR TIME AND ASSISTANCE

Appendix III: Questionnaire for Students

QUESTIONNAIRE FOR STUDENTS

INSTRUCTIONS

This questionnaire is designed to gather general information on the impact of the Integrated English Curriculum on students' performance in K.C.S.E in secondary schools in Kikuyu District. Your responses will be accorded great confidentiality. Hence ***DO NOT WRITE YOUR NAME OR SCHOOL NAME.***

Please indicate the correct option as correctly and honestly as possible by putting a tick (✓) on the options. For the questions that require your own opinion, use the provided spaces.

Kindly, respond to all items.

SECTION A

1. What is your gender?

- a) Male [] (b) Female []

2. Indicate your age.

- a) Below 15 years []
b) 15 – 17 years []
c) 18 – 20 years []
d) Above 20 years []

3. Indicate the type of your school.

- a) Boys []
b) Girls []
c) Mixed []

4. What is the category of your school?

- a) Day []
b) Boarding []
c) Day and boarding []

5. Indicate the language you use with the following people.

a) Father _____

b) Mother _____

c) Teachers _____

d) Friends _____

e) School mates _____

f) Sisters/brothers _____

g) Others (specify) _____

6. Which of the above language do you use frequently? _____

SECTION B

1) Below are five statements about your feeling concerning learning English. Indicate by a tick [√] in the relevant column the extent to which each of these statements apply to you.

	Statements	Very important	Important	Not important	No Opinion
a)	To be able to communicate				
b)	To pass exam				
c)	Future career advancement				
d)	English as an official language				
e)	English as a compulsory subject				
f)	Introduction of the integrated syllabus				

2) In your school, which language is frequently used amongst students?

a) Is use of vernacular and sheng' allowed in your school

Yes []

No []

b) What measures are taken against those caught speaking sheng' or vernacular?

3) How many novels do you read per term apart from class readers and Literature books?

4) How many English text books do you have?

- a) Personal _____
 b) Provided by the school _____

5) How many students share one text book in your class?

- a) One []
 b) Two []
 c) Three []
 d) Four []

6) Does your class organize public speaking debates or drama or poem recitations?

- Yes [] No []

a) If yes, how often?

- i. Every week []
 ii. Every month []
 iii. Every term []
 iv. Every year []

7) Below are various areas examined in English. Indicate by a tick [√] in the appropriate column how you find them in learning English.

	Examined areas in English language	Very Easy	Easy	Difficult	Very Difficult
a)	Composition				
b)	Grammar				
c)	Comprehension				
d)	Novel				
e)	Summary				
f)	Short story				
g)	Drama				
h)	Oral literature				
i)	Poetry				

8) Below are statements related to your revision and how you are tested in English. Indicate by a tick [√] in the appropriate column the extent to which you use them.

	Statement on revision and testing in English	Always	Often	Occasionally	Rarely	Never
a)	Reading/revising English on your own					
b)	Doing extra work in English on your own.					
c)	Reading English books other than set books					
d)	Reading newspapers					
e)	Getting English assignments/homework					
f)	Having assignments/homework marked					
g)	Discussing themes in set books with friends					

9) Which teaching methods do you prefer?

- a. Lecturing []
- b. Discussions []
- c. Questions and answers []
- d. Group work []
- e. Demonstration []
- f. Role play and game []
- g. Debates []

10) Which mode of evaluation does your teacher employ?

- a) Gives class work and homework []
- b) Gives class work and class evaluation tests []
- c) Gives class work only []
- d) Gives homework only []

SECTION C

1. If English language was optional would you choose it?

Yes [] No []

Give reasons _____

2. In your opinion which problems causes poor performance in English?

Explain _____

3. What do you think can be done to improve English Performance?

THANK YOU FOR YOUR ASSISTANCE AND TIME

APPENDIX IV: K.C.S.E GRADE COUNTS FOR ENGLISH (2009-2011)

TABLE 3: K.C.S.E GRADE COUNTS FOR ENGLISH (2009-2011)

K.C.S.E GRADES													
2009	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
KIKUYU SECONDARY	70	-	-	-	1	-	-	3	8	4	33	18	3
MUSA GITAU	108	-	-	3	6	17	10	18	25	12	16	2	-
KABETE	54	-	-	1	2	7	5	8	5	3	20	3	-
KANJERU	38	-	-	1	4	5	5	10	7	4	2	-	-
MUGUGA WAGATONYE	94	-	-	2	-	8	3	5	12	5	47	12	-
KERWA	66						5	1	8	5	24	21	2
2010													
KIKUYU SECONDARY	81	-	-	-	1	-	3	3	4	2	24	42	2
MUSA GITAU	112	-	1	-	6	16	20	11	19	15	21	3	-
KABETE	49	-	-	-	-	1	2	2	11	12	9	12	-
KANJERU	39	-	-	1	-	-	3	6	7	13	9	-	-
MUGUGA WAGATONYE	93	-	-	-	-	3	8	10	11	16	40	5	
KERWA	86						5	1	5	4	28	34	9
2011													
KIKUYU SECONDARY	94	-	-	-	-	1	7	-	13	12	45	16	
MUSA GITAU	100	-	-	1	5	9	19	17	21	13	14	1	-
KABETE	86	-	-	2	5	11	11	8	13	6	29	1	-
KANJERU	83	-	-	-	2	3	9	17	12	12	24	4	-
MUGUGA WAGATONYE	101	-	-	3	1	8	7	5	15	13	41	8	-
KERWA	118				2	5	7	7	16	15	49	17	

SOURCE: D.E.O'S OFFICE, KIKUYU

APPENDIX V: TREND OF DECLINING PERFORMANCE IN K.C.S.E

TABLE 4: THE TREND OF DECLINING PERFORMANCE IN K.C.S.E (2007-2011)

SCHOOL		PERFORMANCE				
		2007	2008	2009	2010	2011
KIKUYU SECONDARY	M/S	4.0000	2.9250	3.1571	2.8395	3.5789
	M/G	D+	D	D	D	D+
MUSA GITAU	M/S	5.6000	5.1078	5.6759	5.6036	5.6300
	M/G	C	C-	C	C	C
KABETE	M/S	4.6052	4.4320	5.0000	4.7960	5.2413
	M/G	C-	D+	C-	C-	C-
KANJERU	M/S	7.1111	5.8500	6.2631	4.6401	4.7590
	M/G	C+	C-	C	C	C
MUGUGA WAGATONYE	M/S	4.4800	3.7463	4.0426	4.1828	4.4356
	M/G	D+	D+	D+	D+	D+
KERWA		3.53	2.869	3.2183	2.8256	3.9800
	M/S	D+	D	D	D	D+
MAXIMUM ATTAINABLE	M/S	12	12	12	12	12
MAXIMUM ATTAINABLE	M/G	A	A	A	A	A
KEY						
MEAN SCORE	M/S					
MEAN GRADE	M/G					

SOURCE: - D.E.O'S OFFICE, KIKUYU